



Yellowknife Education District No. 1
2025-2026

Draft Budget

Statements of Revenue and Expenditures
(For the fiscal year ending June 30, 2026)

MISSION STATEMENT

Yellowknife Education District No. 1, will inspire student success through quality learning opportunities, supported by meaningful engagement and partnerships with students, families, staff and community to provide all students with the education required for a life of learning.

Meeting date: May 14, 2025

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Introduction

Yellowknife Education District No. 1 (YK1) was formally established on October 1, 1939, under section 33 of the Northwest Territories (NWT) School Ordinance. YK1's purpose is to administer and maintain the standards of educational programs in Yellowknife defined under the Education Act.

YK1 has been providing excellent education in Yellowknife for 85 years. Our financial health enables us to maintain quality programming that meets the needs of our students.

YK1 uses a holistic approach which addresses the physical, emotional, social, and community aspects of health and wellness. By increasing engagement in physical activity, spreading awareness of nutrition, and promoting positive relationships, we aim to provide students with the tools they need to live healthy and fulfilling lives.



Board Strategic Directions

Taking direction from its mission statement, the Board of Trustees of Yellowknife Education District No. 1 set the following Strategic Priorities for 2021 to 2025:

Wellness: Build relationships and cultivate a culture of holistic wellness

- Recognize the importance of relationships in learning
- Foster and promote personal wellness
- Create healthy, safe, and caring learning environments

Learning: Ensure inclusive, equitable, and authentic learning experiences

- Engage learners through meaningful and innovative teaching and learning practices
- Strive for excellence
- Celebrate diversity of all learners

Indigenous Learning: Honour and celebrate Indigenous Language and Culture for all learners

- Create a welcoming environment for all learners
- Integrate an Indigenous approach to education
- Strengthen Indigenous Language instruction

Community: Foster critical understanding of local, national and global issues

- Inspire and pursue critical thinking through innovative and sustainable practices
- Embrace diversity and encourage empathy to promote global citizenship
- Model and encourage ethical leadership and engage in opportunities for service learning

Programs and Services

i) Administration/Board

The administration budget includes salaries and benefits for 9.5 District office staff that supports the Organization Chart. Services provided from the District Office include board governance, policy development, community engagement and public relations, corporate services, financial services and reporting, payroll, health and safety, and human resources. The budget also includes honoraria for seven members of the Board of Trustees as well as operations and maintenance (O&M) expenses.

ii) Teaching and Learning

YK1 supports the philosophy that assessment drives instruction and the link between teaching and learning is key to student success. The District utilizes literacy and numeracy assessments in the English and French programs to determine students' strengths and challenges. Teachers work collaboratively in Professional Learning Communities using their District and classroom assessment data to set goals, plan for instruction, post-assess and reflect on practices that improve student learning.

YK1 will be following the assessment plan outlined by ECE as it relates to student success. For the 2025-26 year, students in Grade 4 and 10 will continue with the Foundational Student Assessment from BC and Grade 7 will be added this year. The last year for Alberta-based Diploma exams is scheduled for 2025-2026.

In support of YK1 strategic priorities and Department of Education, Culture, and Employment (ECE) directives, professional development for 2025-2026 will be under the following themes:

1. Inclusive Pedagogy to support all learners
 - Inclusive Education Strategies
 - Outside consultants to support
 - o Early literacy
 - o ELA (English Language Arts) residencies in all schools (English and French)
 - o Math residencies (English and French)
 - o Additional language instruction (French and Willideh)
2. Health and Wellness
 - Social Emotional Learning
 - Music Education and Fine Arts
3. Indigenizing our Practices
 - Indigenous Language and Culture Programming



iii) Healthy Lifestyles

In response to data from the Early Years Development Instrument (EDI) and the Middle Years Development Instrument (MDI), ongoing programs and initiatives found at YK1 supporting student health and well-being include:

- Physical Literacy
- Positive Behavioural and Interventions Support (PBIS) - *Soutien au comportement positif (SCP)*
- Safe-School Plans
- Self-Regulation
- Mental Health Training
- Promotion of equity, community, inclusion and safety
- School-Based Mental Health Wellness Team Leads & Mentors
- Now Play initiative which promotes the development of oral language, and writing, in the early years as part of play
- Access to Child and Youth Counsellors (CYC)

iv) Junior Kindergarten

Junior Kindergarten (JK) programming uses the Government of the Northwest Territories (GNWT) competency-based document, *NWT Junior Kindergarten/Kindergarten (JK/K) Curriculum*, which nurtures early learning development in the social, emotional, intellectual, cultural and physical domains using a play or inquiry-based approach.



Students develop along a continuum and are supported throughout their years in JK/K to grow in all areas. Emergent literacy and numeracy skills develop through a playful and student-centred hands-on approach. Based on projected enrollment, we are budgeting **for 6 JK classrooms and 2 on reserve to be assigned if enrollment increases.**

v) Special Programs

Special programming in our schools includes:

- **École Sir John Franklin High School (SJF):** Choir, Jazz Band, Concert Band, Guitar Instruction, Sports Academy, CTS programming (e.g. Aesthetics, Aviation and Drone technology, Food sciences, Automotives, Robotics), French Immersion, Post-Intensive French, Indigenous Language (Williideh)
- **École William McDonald Middle School (WMS):** Industrial Arts, Culinary Arts (Foods), Technology Exploratory (Robotics, Drones, 3D Printing, Coding, etc.), Art, Band, Outdoor Educational Pursuits, French Immersion, Intensive/Post-Intensive French

- **Range Lake North School (RLN):** Choir, Band, Technology (e.g. robotics, Makerspace, coding), Indigenous Outdoor learning, Post- Intensive French, Ecology
- **Mildred Hall School (MHS):** Choir, Band, Indigenous Education and Cultural Experiences (e.g. jigging, fiddling, sewing, beading), Indigenous Language (Wiilideh), Birchbark Discovery Centre, Athletic Pursuits
- **N.J. Macpherson School (NJM):** Fine Art, Music, Drama, Gymnastics, Pre-Intensive French Camps (Grade 5), Outdoor Learning, Indigenous Education & Cultural Experiences, Indigenous Language (Wiilideh)
- **École It'ò (EI):** French Immersion, Indigenous Language (Wiilideh), Recorders, Choir, Dance, Afterschool Art and Athletic Programs

vi) French Programs

Outlined below are key planned programs, strategies, and/or activities for 2025-2026 which promote French Programs:

- French Immersion programs (Junior Kindergarten to Grade 12)
- Intensive and Post-Intensive French programs (Grades 6 to 12)
- Pre-Intensive French camps for Grade 5 students
- French cultural events (e.g. *Camp de neige*, French Language Camps, etc.)
- Well-resourced libraries and classrooms
- Use of technology to support language development and learning
- French author visits to YK1
- Access to a variety of professional development opportunities

vii) Information Technology

The YK1 Technology Services Department consists of one Manager of Information Technology and two Information Technology Officers.

The YK1 Technology Services Department maintains an infrastructure that allows students and staff to have the best network experience for their education and teaching. This infrastructure is regularly maintained to ensure ongoing dependable technology services. All teachers in the District are given laptops which allows them to work at home when required. This has been very beneficial for travel or remote learning. The District has over 1,700 Chromebooks that are used in the classroom to help with classroom learning. We have also installed exterior internet access points at SJF and WMS which will allow those with limited or no Internet access to continue their learning online. This also allows classes to be held outdoors, weather permitting. We are also involved with technology-based professional development to help keep our staff up to date on new technology and best practices.

viii) Inclusive Schooling

In keeping with the recommendations of the Inclusive Schooling review conducted by the Department of Education, Culture and Employment (ECE), we will have a complement of 16.0 Program Support Teachers (PSTs) and 39 Support Assistants (SAs).

The budget for Inclusive Schooling includes salaries and benefits for two Inclusive Schooling Coordinators (addition of one), Program Support Teachers, 39 Support Assistants, Assistants, and related O&M expenses. Inclusive schooling funding provides support and resources for all students in the District.

To support the YK1 strategic priority, *“to ensure all students receive programming which responds to their diverse learning needs in a respectful and inclusive manner”*, the District will complement the ongoing work by contracting supports and services to work with teachers in the area of supporting diverse and self-regulating learners. YK1 continues to provide ongoing support for students with complex learning needs through educational programming and support.

Clinical counselling support for children and youth is provided by Child & Youth Counsellors (CYC) from the Department of Health and Social Services. The introduction of our YK1 School-Based Mental Health and Wellness Team aims to provide a continuum of services that span mental health promotion and preventative intervention, aligning with ECE's School – Based Mental Health and Wellness Program Framework, to support student wellness outcomes as referenced in the MDI. Indigenous Language and Culture-Based Education Programs

ix) Indigenous Language and Culture-Based Education Programs

YK1's commitment to enhancing and promoting Indigenous Education to meet the needs of Indigenous students and to benefit all students is demonstrated through the following programs and initiatives:

- An Indigenous Languages & Education Coordinator position is in place to ensure the implementation of all facets of ECE's Indigenous Language Education (ILE) Policy, ILE Handbook, “Our Languages” Curriculum, and the ILE Directive.
- An Indigenous Languages & Education Facilitator position is in place to build upon the number of and to promote continued improvements to culture

camps and cultural experiences offered to students throughout the District YK1 will continue to support collaboration between school and community, supporting Elders and knowledge keepers to work with our school community as they share their traditional skills, gifts and talents with us.



- YK1 Indigenous Language Instructors, are collaborating with each other, and the Department of Education Culture and Employment to implement the "Our Languages" Curriculum
- Staff will continue to receive support, including the use of technology, to advance the development of Indigenous language program resources.
- YK1 will also coordinate an ongoing professional development plan to ensure teachers receive the education and training required to effectively implement *Dene Kede* from Junior Kindergarten to Grade 9 and integrate Indigenous Cultural teachings in Grades 10 to 12.

In addition to YK1's Indigenizing Education budget, each school will continue to assign a portion of its O&M budget to support school-based ILE programming. Annual school goals and teacher long-range plans will reflect the Indigenous languages and education goals as outlined in the YK1 Strategic Plan.

x) Jordan's Principle & Inuit Child First Initiative

The increase in Jordan's Principle funding over the past few years has helped support students. Currently, we are waiting to learn of Indigenous Services Canada's decisions on submitted proposals for the 2025-2026 school year. Jordan's Principle is excluded from this current draft of the budget and will be added once confirmed by the Federal Government.

xi) Facilities and Maintenance and Capital

The budget for facilities and maintenance covers the salaries and benefits for 5.25 maintenance staff and the operating and maintenance costs for six schools and the District Office building. Maintenance staff ensure that the buildings are fully operational and complete repairs and maintenance as identified. These positions include:

- 1.0 Director of Operations
- 4.0 Maintenance Personnel
- 0.25 Groundskeeper

The budget for utilities is approximately \$2,036,143 (2024-25, \$1,880,333) for six schools and the District Office. This is comprised of \$1,646,177 (2024-25, \$1,524,410) from ECE

and \$390,000 (2024-25, \$355,923) from property tax. There is an increase from the current year for the funding for utilities. The Department of Education, Culture and Employment use a three-year rolling average funding formula for utilities. The increase in funding from the previous year is \$155,810. We are experiencing an increase in utility costs due to the rising cost of fuel and electricity rates.

If actual expenditures for utilities are less than the funded amount for utilities from ECE, the difference will be moved to an LED Light Conversion project. The LED reserve is to be used for the installation of LED lights at schools to save on the cost of power.

The budget for O&M to purchase materials and supplies for repairs and maintenance to schools is approximately \$655,550.

The budget for Capital Projects is \$402,754. The following Small Capital Projects are planned for the 2025-2026 school year:

School	Project	2026
☐ SJF	Front entrance tile	16,500.00
☐ MHS	Music Room Carpet replacement	33,000.00
☐ NJM	Music Room Floor Replacement	22,000.00
☐ WMS	Bus Lane Railings/Drop-Off areas	33,000.00
☐ NJM	Library Floor Replacement	49,500.00
☐ WMS	Visual strobing signals for alarm system	13,354.00
☐ SJF	Gym rear doors	14,300.00
☐ Operations	Sub-compact tractor with blade and spreader	52,800.00
☐ Operations	Diesel Utility vehicle with v-plow and spreader	63,800.00
☐ MHS	Toilet Partitions	44,000.00
☐ RLN	Replace Library Carpet	44,000.00
☐ RLN	Seasonal Equipment storage	16,500.00
		402,754.00

Budget Highlights and Overview

i. Enrolment Highlights

Total FTE JK-12

School Name	Sep 2021	Sep 2022	Sep 2023	Sep 2024	Sep 2025 Projected
École Itł'ò	307.5	284.5	300.0	335.0	338.5
Mildred Hall	281.0	285.5	275.0	260.0	258.0
N.J. MacPherson	351.0	350.5	361.5	354.5	331.5
Range Lake North	262.0	260.0	242.5	204.5	205.5
Ecole Sir John Franklin	635.0	657.5	649.5	637.5	673.0
William MacDonald	253.5	257.5	269.5	314.0	320.5
Total	2,090.0	2,095.5	2,098.0	2,105.5	2,127.0
Change Student #s		6	3	8	22
Change %		0.3%	0.1%	0.4%	1.0%

The guideline used for the majority of expenditure allocations in this budget is from ECE's funding framework.

The chart illustrates the change in enrolment in our six schools from September 2021 to September 2025. The projected enrolment for September 2025 school year is also provided.

YK1 is funded based on the September enrolment of the previous school year. For fiscal budget year 2025-2026, funding is based on September 2024 enrolment numbers.

YK1's enrolment has increased by 8.0 (FTE) full-time equivalent students from September 2023 to October 2024.

ii. Budget Overview

The funding allocation from the Department of Education, Culture & Employment is \$34,221,610. This funding amount is based on the blended rate calculation.

Calculation for the Blended funding rate for 2025-2026:

Students by Grade Level	FTE	% Funded GNWT	Total ECE Funded
JK - Grade 9	1,613.0	75%	1209.75
Grade 10 - 12	492.5	100%	492.5
Total	2,105.5		1,702.3
		Blended Rate	80.85%

ECE provides approximately 80.85% of education formula funding for YK1. The GNWT will retroactively pay any salary increases that are negotiated up to the current GNWT NWTTA contract salary levels. Based on the latest similar collective bargaining agreements, we are estimating a blended salary increases of 3.5% for NWTTA and USW staff.

When ECE calculates its formula, it estimates the City of Yellowknife Property Taxation using the blended rate. The City of Yellowknife Property taxation should make up the balance of the education formula funding $100\% - 80.85\% = 19.15\%$, a portion that is not funded by ECE.

The amount collected from the City of Yellowknife Property Taxation is calculated based on two components:

1. Residents allocating their school property tax to the Yellowknife Education District of choice (Yellowknife Catholic Schools (YCS) or YK1)
2. The undeclared total property tax base multiplied by the mill rate and allocated to YK1 is based on the market share of Yellowknife students between YCS and YK1.

Applying the blended rate to the funding formula for 2025-2026, ECE funding is \$34,221,610 and the estimated tax portion is \$8,108,000. The mill rate has not changed in over 20 years. Below is a comparison of the Blended formula and three mill rate scenarios: 2.96 (current rate), 3.3 and 3.61. If there is no change in the mill rate, YK1 would have a shortfall of \$905K compared to blended rate. With a 3.30 mill rate, the shortfall drop to \$69K. If the mill rate is 3.61, the extra funding is \$686K.

YK1 Blended Comparison to Mill Rate Scenarios

Mill Rate		2.96 - No Change		3.30		3.61	
Source	Blended	Actual (No Mill Rate Change)	Difference Blended to 2.96 MR	Requisition	Change Blended to 3.3 MR	Requisition	Change Blended to 3.61 MR
ECE Funding	34,221,610	34,221,610	-	34,221,610	-	34,221,610	-
City Of Yellowknife	8,108,000	7,203,136	(904,864)	8,038,923	(69,077)	8,794,478	686,478
	42,329,610	41,424,746	(904,864)	42,260,533	(69,077)	43,016,088	686,478

ECE %	80.85%	82.61%	80.98%	79.56%
City of Yellowknife %	19.15%	17.39%	19.02%	20.44%
Total	100.00%	100.00%	100.00%	100.00%

The main sources of funding for education for YK1 are ECE and property tax. The school district relies on grants throughout the year to enhance its programming, but these are not reliable sources to fund core programs and services. Smaller funding sources include revenues from other education districts for services YK1 provides, investment income, donations, and parking lot rentals. These small revenue sources are inadequate to offset increasing costs.

Staffing makes up approximately 83% of the total core expenses, followed by services 12%, materials 3% and amortization 2%. As costs continue to rise, funding needs to keep pace to ensure YK1 is able to continue delivering high quality education to its students.

Here is a table comparing ECE (including the estimated retroactive pay for the unions) and property tax funding to the estimated core budget expenses for the 2025-2026 school year. Other funding sources are excluded for this comparison. The current funding provided by ECE and property tax are inadequate to fund the current core expenses. The other sources of income have helped reduce the annual deficits; however, these are not sustainable.

	Blended	2.96	3.30	3.61
Revenue				
ECE Formular Funding	34,221,610	34,221,610	34,221,610	34,221,610
Estimated NWTTA/USW Increase		1,003,844	1,003,844	1,003,844
	8,108,000	7,203,136	8,038,923	8,794,478
Total Revenues	42,329,610	42,428,590	43,264,377	44,019,932
Expenses				
Salary	32,135,222	32,135,222	32,135,222	32,135,222
Benefits	6,644,191	6,644,191	6,644,191	6,644,191
Services	5,530,812	5,530,812	5,530,812	5,530,812
Materials	1,492,908	1,492,908	1,492,908	1,492,908
Total Expense Before Amortization	45,803,132	45,803,132	45,803,132	45,803,132
Surplus (Deficit) before amortization	(3,473,522)	(3,374,542)	(2,538,755)	(1,783,199)
Amortization	1,000,000	1,000,000	1,000,000	1,000,000
Net Surplus (Deficit)	(4,473,522)	(4,374,542)	(3,538,755)	(2,783,199)

The Board of Trustees decided to request an increase in the property taxes requisition which will be phased in over the next two years (2025 & 2026). The mill rate used to calculate property taxes has not been increased in Yellowknife for more than 20 years.

Concurrently, YK1 will undertake a comprehensive review of all programs and services. The goal is to ensure maximum efficiency and confirm that all offerings are being delivered in the most cost-effective manner possible, without compromising educational outcomes.

YK1 remains committed to fiscal responsibility while striving to provide the best possible learning environment for our students. We will continue to keep our stakeholders informed as these processes move forward.

The City of Yellowknife Education Property Tax Requisition for 2025-2026 is \$8,038,923.

The increase in Jordan's Principle funding over the past few years has helped support students. Currently, we are waiting to learn of Indigenous Services Canada's decisions on submitted proposals for the 2025-2026 school year. Jordan's Principle is excluded from this current draft of the budget and will be added once confirmed by the Federal Government.

Interest rates have decreased over the past year and not expected to rebound this year. There are currently four GIC investments, with a projected interest of about \$220K in 2025-2026. In addition, interest earned on other funds, is likely to be between \$100K and \$180K, bring the total estimated interest to approximately \$380K.

The projected unrestricted surplus for June 30, 2026 is approximately 5.9% of 2025-2026 revenues, which will amount to \$2.7 million.

Summary Draft Budget 2025-2026

Revenue	44,614,631
Expenses (excluding amortization)	45,803,132
Surplus (deficit before amortization)	(1,188,500)
Add: Amortization	1,000,000
Net Surplus (deficit)	(2,188,500)

**Note: This is a draft budget and changes may occur before final approval

The deficit budget includes unstaffed or on reserve positions. This includes 2 Junior Kindergarten (JK) staff totalling approximately \$220,000 to be allocated based on increase in enrolment or increase in needs in the schools in September. Based on the September 2025 projections, the JK staff are the only positions identified as required at this time

The GNWT Retention and Deficit Recovery Policy requires that funds allocated to Education Bodies are approved in the as part of the overall Department of Education Culture and Employment appropriation and allocated to provide educational services to all residents of the NWT. Accumulate surplus operations and maintenance and capital reserve funds, as defined by the Minister, should be redirected within the education system to address changing needs and pressures in other areas of the system.

The policy looks at the accumulated surplus, excluding capital reserves in relation to the audited revenues for the education district. If an education district has an accumulated surplus, it may retain the equivalent to seven percent (7%) of its annual audited revenues of \$250K, whichever is greater.

Maintaining the allowable 7% accumulated surplus is prudent to absorb any unexpected increase in costs and to support emergent needs for students throughout the school year. The proposed draft budget accumulated surplus % is approximately 5.9%.

Budgeted Staff Yellowknife Education District for 2025-2026:

Program Segment	Position	Location & Full Time Equivalents (FTE)									2024-2025		
		DO	ITL'O	MHS	NJM	RLN	SJF	WMS	OPS	Total	FTE	Change	
60. School Programs	Finance & Administrative Assistants		1.00	1.00	1.00	1.00	2.50	1.00		7.50	7.50	-	
	Janitors	2.38	2.00	2.00	2.00	1.75	5.00	2.00		17.13	17.15	0.02	
	JK Instructors and Education Assistants	2.00	2.00	2.00	5.00	3.00				14.00	14.00	-	
	Librarians		0.50	0.50	0.50	0.50	1.00	0.50		3.50	3.50	-	
	Teachers	1.00	16.50	16.00	18.25	13.00	33.97	18.85		117.57	121.50	3.93	
	French Teachers & Education Assistant	2.50	1.50			0.75				4.75	4.75	-	
	Network Technician	2.00								2.00	2.00	-	
	Manager, Technology Manager	1.00								1.00	1.00	-	
	60. School Programs Total		10.88	23.50	21.50	26.75	20.00	42.47	22.35		167.45	171.40	3.95
	61. Inclusive Schooling	Custody						4.00			4.00	4.00	-
Education Assistants			3.00	7.00	9.50	7.50	9.00	3.00		39.00	39.00	-	
Mental Health Workers		6.00								6.00	6.00	-	
Program Coordinators & Program Support Teachers		2.00	2.00	3.00	3.00	3.00	3.00	2.00		18.00	18.00	-	
61. Inclusive Schooling Total		8.00	5.00	10.00	12.50	10.50	16.00	5.00		67.00	67.00	-	
62. Operations & Maintenance	Maintenance Operator								4.00	4.00	4.00	-	
	Grounds Keeper								0.25	0.25	0.30	0.05	
	Director of Operations								1.00	1.00	1.00	-	
62. Operations & Maintenance Total									5.25	5.25	5.30	0.05	
63. Administration	Assist. Superintendent, Curriculum & Learning	1.00								1.00	1.00	-	
	Superintendent	1.00								1.00	1.00	-	
	Assistant Superintendent, HR & Learning	1.00								1.00	1.00	-	
	Executive Assistant	2.00								2.00	2.00	-	
	Finance Coordinator	1.00								1.00	1.00	-	
	Secretary Treasurer	1.00								1.00	1.00	-	
	A/P Finance Assistant	1.00								1.00	1.00	-	
	Payroll/Finance Officer	1.00								1.00	1.00	-	
63. Administration Total		10.00								10.00	10.00	-	
64. Indigenous Language/Cultural Programs	Education Assistants			1.00		0.60		0.40		2.00	2.00	-	
	Teachers	2.00	0.60	1.00	-	-	1.80			5.40	5.40	-	
	Programs Total	2.00	0.60	2.00	-	0.60	1.80	0.40		7.40	7.40	-	
Grand Total		30.88	29.10	33.50	39.25	31.10	60.27	27.75	5.25	257.10	261.10	4.00	

Summary of Staffing Changes from 2024-2025 to 2025-2026

School Programs

- Teaching staff was reduced by the prior year reserve additions of 4.0 FTEs. No permanent staffing reductions were made.

Inclusive Schooling

- No changes.

Indigenous Language and Culture

- There was a reduction of 0.6 FTEs.

Yellowknife Education District No. 1
Proposed Budgeted Statement of Revenues & Expenditures
Annual Budget - Consolidated

	2025-2026 Budget	2024-2025 Budget	2024-2025 Projected Actual	2024 Actuals
<u>OPERATING FUND</u>				
REVENUES				
Government of the NWT				
ECE Regular Contributions	34,221,610	30,823,512	30,823,512	30,094,127
SSI (Base Amounts	34,000	34,000	89,000	0
Minority Language	580,000	580,000	580,000	556,947
ECE Other Contributions	1,003,844	3,322,896	3,331,746	1,553,830
Sub-Total ECE	35,839,454	34,760,408	34,824,258	32,204,904
GNWT Other Contributions	0		178,300	198,758
Total GNWT	35,839,454	34,760,408	35,002,558	32,403,662
Federal Government Jordan's Principle (Schedule 8)	0	7,389,094	7,556,899	6,471,798
Federal Government Other	0	0	110,000	129,187
Property Tax Requisitioned	8,038,923	7,005,779	7,005,779	6,905,998
Other Education Bodies	123,801	123,800	123,800	248,885
Education Body Generated Funds				
Investment Income	400,000	400,000	750,000	850,267
Donations	0	0	0	
School Generated Funds	0	0	0	663,057
Other	212,454	115,062	144,749	195,820
Total Education Generated Funds	612,454	515,062	894,749	1,709,144
TOTAL REVENUES	44,614,632	49,794,143	50,693,784	47,868,674
EXPENSES				
Administration	2,092,602	1,919,961	1,977,978	1,803,805
School Programs	29,444,096	28,464,901	29,209,112	26,686,335
Operations and maintenance	3,916,025	3,682,692	3,835,025	3,460,734
Inclusive Schooling	8,902,160	8,346,046	8,427,811	7,714,711
Indigenous Languages and Education	1,448,249	1,393,459	1,390,371	1,308,208
Other	0	6,717,360	6,836,808	5,883,452
School Generated Funds	0		0	603,441
Sub-Total Expenses Before Amortization	45,803,131	50,524,419	51,677,106	47,460,686
Net Operating Surplus (Deficit) before Amortization	(1,188,500)	(730,276)	(983,322)	407,988
Amortization (see Schedule 6)	1,000,000	1,500,000	1,000,000	945,446
TOTAL EXPENSES**	46,803,131	52,024,419	52,677,106	48,406,132
ANNUAL OPERATING SURPLUS (DEFICIT)	(2,188,500)	(2,230,276)	(1,983,322)	(537,458)